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ABSTRACT

The pamphlet provides an overview of Project VIGOR, Oregon's Exemplary Career Education Program (1970-73). The program design includes career awareness in grades K-6, career and self-exploration in grades 7-10, occupational preparation in grades 11-12, and occupational specialization at the postsecondary level. Teachers from all grade levels were involved in workshops and inservice programs to implement the program. Some main objectives were to proide more educational experiences and resources outside of the classroom and to develop strong lines of communication and coordination at all instructional levels. The school district is assuming the cost of continuing the Federal program and is placing a director of career education in charge of all career education programs in the district. (EA)

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VIGOR .... and BEYOND

A Statement on Career Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JUL 07 1975

David Douglas School District
Portland, Oregon
Howard F. Horner, Supt.

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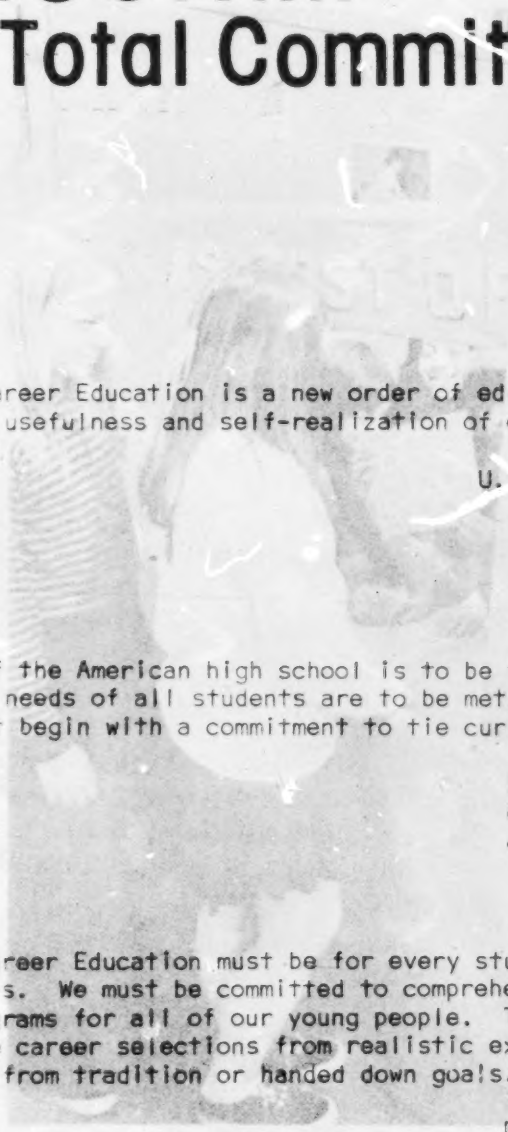
VIGOR....
A Total Commitment



" Career Education is a new order of education concerned with the usefulness and self-realization of every individual."

U. S. Office of Education

" If the American high school is to be truly comprehensive, if the needs of all students are to be met, the necessary changes must begin with a commitment to tie curriculum to life careers."

Dr. Dale Parnell
Oregon State Superintendent
of Education

" Career Education must be for every student regardless of his goals. We must be committed to comprehensive career education programs for all of our young people. They have the right to make career selections from realistic experiences and training; not from tradition or handed down goals."

Dr. Howard F. Horner
Superintendent
David Douglas School District

VIGOR... A Cooperative Commitment

Project VIGOR (Oregon's Exemplary Career Education program, 7-70/7-73) is not a fad or vocational education with a new name. The primary goal of VIGOR was to infuse our total educational process with the concepts of "learning for life and living".... life as a CITIZEN, life as a FAMILY MEMBER, life as a USER OF LEISURE TIME, and, yes, life as a WAGE EARNER.

Each student should be able to draw from realistic learning experiences to plan for his future. Consequently through Project VIGOR the community as well as the classroom became important in the education of our students. We depended heavily on the cooperation and support of our community as we committed ourselves to the challenge of implementing Career Education in David Douglas.

We are grateful for and welcome the continued support of those who have served on the various advisory committees and as resource people to our staff and teachers.

Dr. Omer McCaleb,
Director, Career Education
David Douglas School District

VIGOR.... A Commitment For Beginning

In 1967 the David Douglas School District re-evaluated its educational programs in order to develop a comprehensive program for all students attending schools in the district. Parents, teachers, counselors and administrators participated in the evaluation, discussions and review of various educational alternatives which were available. Travel, to view other programs in operation, was also a part of this evaluation.

As a result of this cooperative effort, the David Douglas Plan became a reality. The plan, as implemented, is proving to be a realistic, comprehensive educational program that meets the needs of David Douglas students.

As part of the plan, a detailed proposal, entitled Project VIGOR was submitted to the U.S. Office of Education, with a request for funds to support a three year pilot program. Project VIGOR was approved during the summer of 1970 and began operation on July first of the same year.

Teachers from all grade levels (1-12) participated in workshops, in-service and other programs as they prepared to implement career education on all levels in the district. Three special challenges facing the instructional staff were:

1. To provide increased educational experiences outside of the classroom.
2. To increase utilization of resources available through local business and industry.
3. To develop strong lines of communication and coordination on all levels of instruction.

VIGOR...Its Goals & Activities

Project VIGOR is based on the premise that "all people work." Career Education, through Project VIGOR, has become an integral part of the student's 12 years of education in David Douglas District. Every child has the opportunity to see the world of work as part of his developing self and is gaining increasingly comprehensive occupational skills, knowledge and experience.

Project VIGOR is Career Awareness in grades K through 6; Career and Self Exploration in grades 7 through 10; and Occupational Preparation in grades 11 and 12. Each level has its specific goals with a variety of learning experiences designed to meet them.

Primary children in the district learn about the world of work through activities developed by their classroom teachers. Special courses focusing on self-understanding were developed for 7th and 8th graders. Occupational "Cluster" training programs are available to all 11th and 12th graders. These courses are designed to help any student, whether he is bound for immediate employment after graduation or plans to continue with more formalized training.

On the high school level, planned work experience programs and post high school placement assistance is available to all students who wish to particpate. Students who have been involved in the "cluster" programs are included in a planned follow-up program after they have graduated.

CAREER AWARENESS K-6

GOAL

Every child shall explore the world of work as a part of developing his basic skills and an understanding of the world around him.

ACTIVITY

Several elementary schools prepared annual "Career Days." This activity centered on bringing in special speakers from all walks of life to learn more about all kinds of specific jobs as well as broad career opportunities.

In addition to speakers, films and books, various discussion groups continued to support the goal of gaining a greater awareness of the world of work.

Each elementary school prepared an inventory of classroom activities used by teachers at each grade level. Activities ranged from a student stockholder owned and operated business to a simulated television station. Reading, math, science and technical arts were taught through practical application to the activities the students were involved in.

In addition to these student centered activities A TEACHERS GUIDE FOR CAREER AWARENESS was developed. This guide was the cooperative effort of many elementary teachers and provides a handy resource for use in the classroom.

GOAL

Every student shall become aware of the many opportunities available in broad career categories and shall, through the awareness process, prepare to enter the "exploratory" phase of his education.

ACTIVITY

"Careers in Action" at one elementary school assisted the students to gain a better understanding of the relationship of learning to work. In another school students "went to work" with a parent. This joint venture allowed students to see what their fathers or mothers did for a living and exposed them to many other jobs and careers which were a part of their parents career. After this first hand experience each student presented to his classmates his feelings about his visit.

GOAL

To increase the student's awareness of his abilities, interests and how he relates to the world around him.

ACTIVITY

Several elementary schools in the district are involved in the development of additional career oriented guidance services. These services are being expanded through the establishment of CAREER INTEREST and LEARNING CENTERS for use by all elementary students.

CAREER EXPLORATION 7-10

GOAL

Every student shall be able to use basic occupational information sources as a means of increasing his understanding of the requirements and opportunities available in his career interest area.

ACTIVITY

All middle school students have participated in a program called, Self Understanding Through Occupational Exploration, (SUTOE). Assisting students to relate what they know about themselves to the various careers and career requirements, SUTOE provides the groundwork for field trips or individual involvement in career exploration.

GOAL

Increase the use and broaden the base of available community resources which may be used in support of the career education learning process.

ACTIVITY

Both SUTOE and Guidance in Occupational Activities for Learning, (GOAL) rely upon the use of a wide variety of community resources to add meaning to their programs. Local merchants have provided short term exploratory work experience to enhance the students learning experience.

GOAL, developed as a summer school activity provided the community opportunity to participate in the students education. Eighth grade students spent three weeks exploring all types of jobs and career areas. After this on-the-job exploration was completed, discussions and presentations provided every student the opportunity to share his experiences with the rest of the class.

These discussions and presentations assisted students in developing their communications skills as well as learning from others what they were interested in doing or becoming. It also provided the students a better understanding of why education was an important part of their lives and what it meant to their futures.

Junior High schools will continue to offer these kinds of experiences for their students. In addition to GOAL and SUTOE, building coordinators have been assigned to each building. Their primary responsibility will be to increase the resources and experiences available for students to participate in and use.

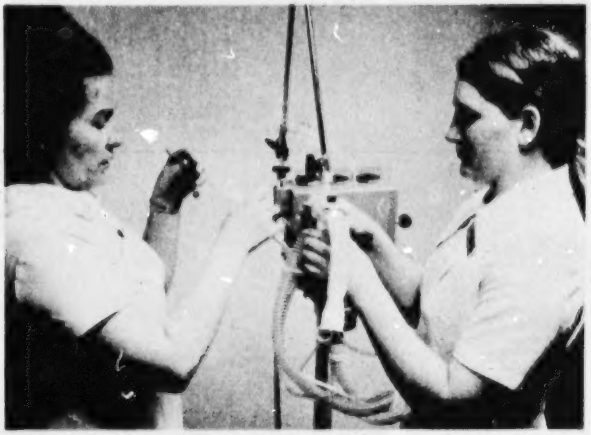
GOAL

Provide programs and experiences which will allow students to plan and make decisions based upon experiences related to their goals, interests and abilities.

ACTIVITY

In 1972 a bridge between the middle school EXPLORATORY program and the senior building PREPARATION program was initiated, in the form of the CRUISE Program. CRUISE is designed to provide freshmen with a better understanding of which career programs will be available to them during their junior and senior years. The CRUISE Program provides information in three broad areas of "Cluster" training. The areas of emphasis are:

BUSINESS Accounting, Clerical and Secretarial.
SERVICES · Child Services, Food Services, Health Services and Horticulture.
TRADE AND INDUSTRIAL Construction, Industrial Electronics, Industrial Mechanics and Industrial Metals.



CAREER PREPARATION 11-12

GOAL

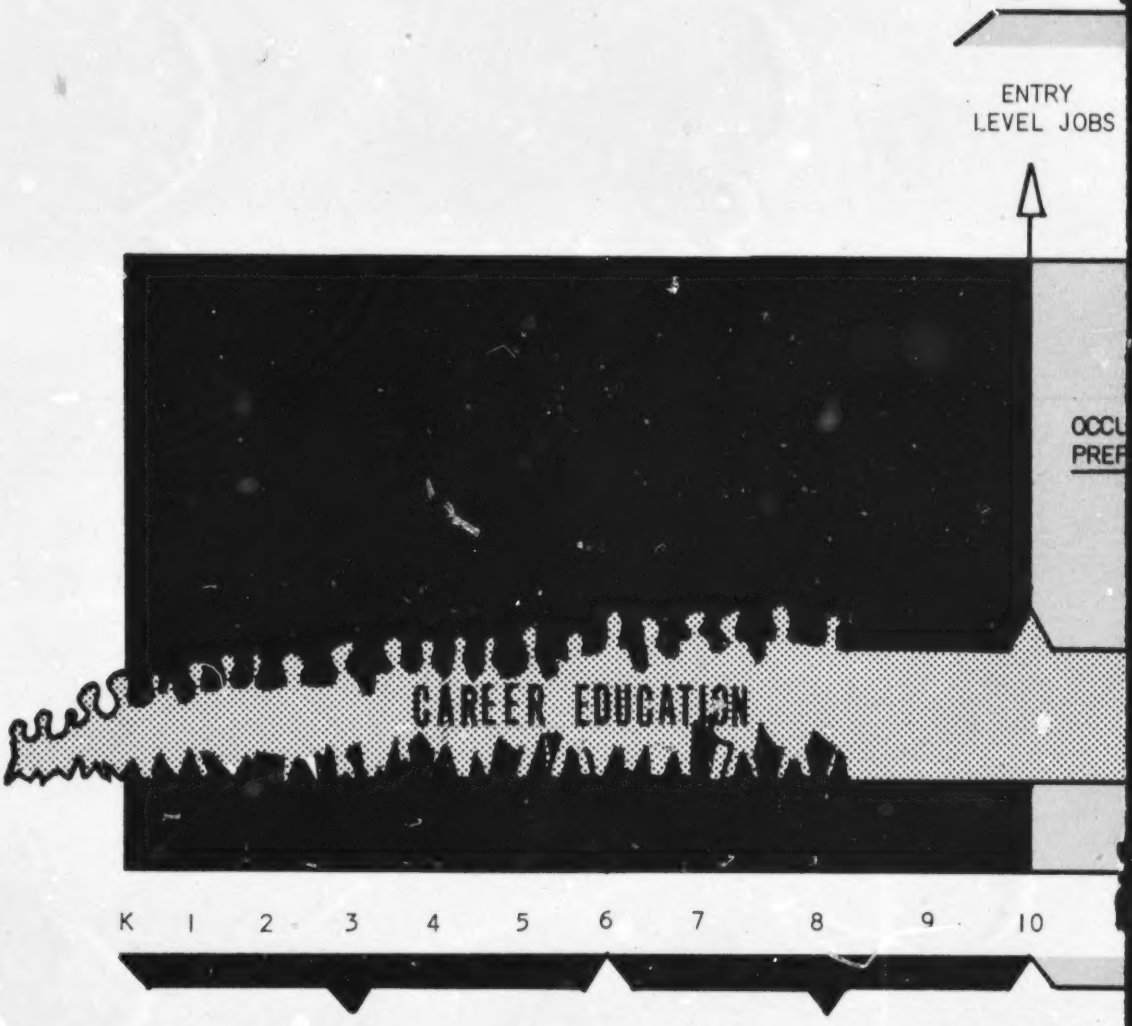
Every student should be able to select a combination of program offerings which will enhance his post high school plans and prepare him for a future career area.

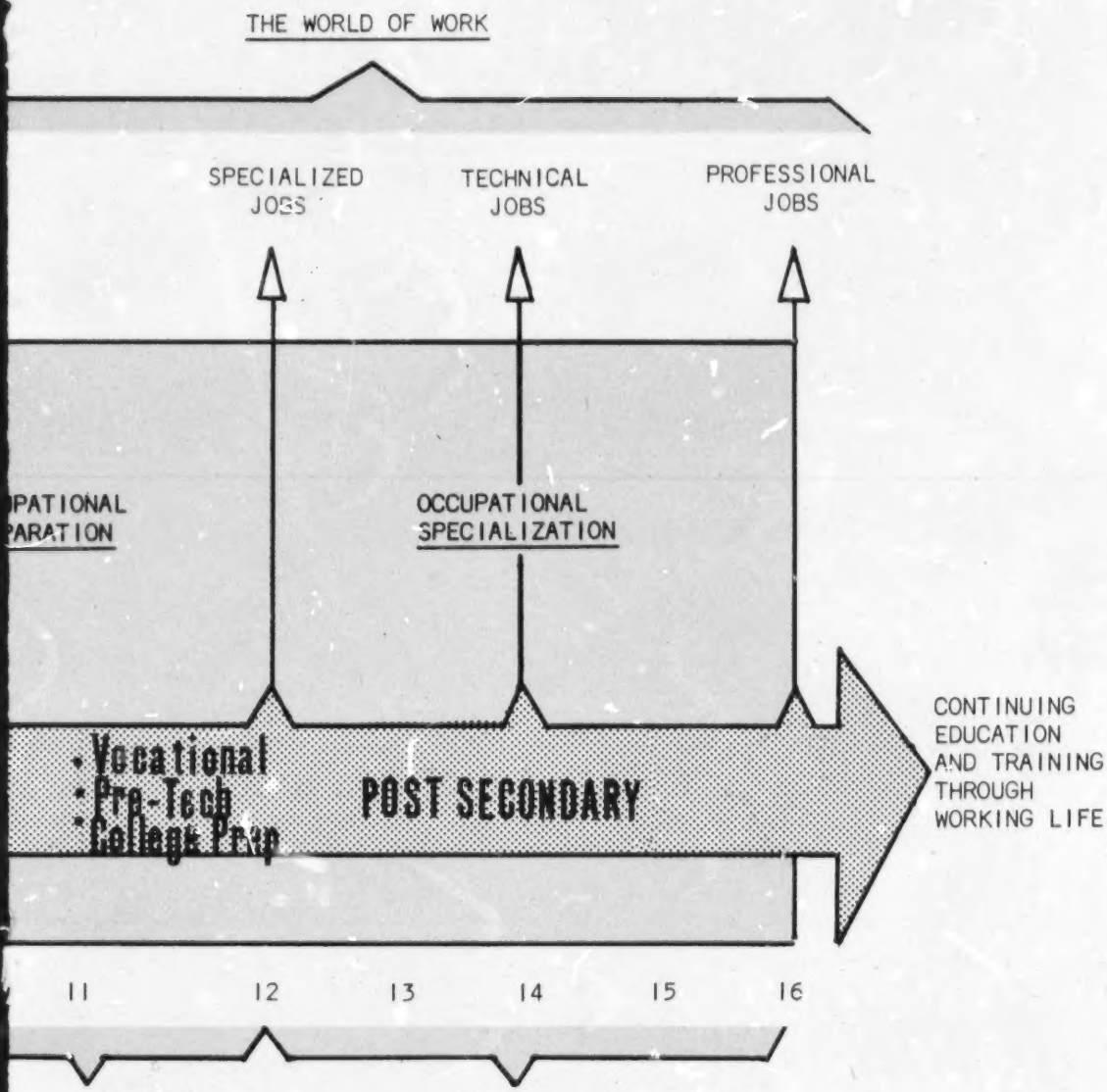
ACTIVITY

With the advent of VIGOR, eleven new areas of occupational training were added to programs already offered in the 11th and 12th grades. In addition to these specific training areas a program of Diversified Occupations was added. This program provides a broad range of training experiences for students who are interested in several areas of employment. The resources of the community become this programs greatest asset, since most of the learning is done, "on-the-job" in cooperation with local business and industry.

CAREER EDUCATION

A RELEVANT EDUCATIONAL CONCEPT




THE WORLD OF WORK
SPECIALIZED JOBS
TECHNICAL JOBS
PROFESSIONAL JOBS
PATIONAL
PARATION
OCCUPATIONAL SPECIALIZATION
• Vocational
• Pre-Tech
• College Prep
POST SECONDARY
CONTINUING EDUCATION AND TRAINING THROUGH WORKING LIFE
11
12
13
14
15
16

POST SECONDARY OPTIONS

GOAL

To provide the training, information and support required to make a meaningful transition from our schools to whatever post-secondary goals the student may choose.

ACTIVITY

Information is provided through the Career Guidance Center in broad areas of post-secondary employment and training. This includes, but is not limited to, information in the following areas:

Four Year Institutions
Apprenticeship
Community Colleges
Military Training

Private Vocational & Business Training
Immediate Employment & OJT Opportunities

Personnnel from all of the areas mentioned are used as resource people to insure that all students have the most current guidance materials available.

Also, community college and high school personnel cooperate on an exchange basis, which provides for an articulation of materials and course offerings as well as a means of evaluating training practices and updating programs where change is indicated.

GUIDANCE.....An Orientation Toward Change

GOAL

Provide students, teachers and administrators supportive materials, data and information, which calls for change in instructional practices or supports the continuation of present methods.

ACTIVITY

Each counselor or guidance specialist is considered a member of the instructional team. In this role he becomes either an advocate for the students and/or a developer of strategies to assist in reaching behavioral change objectives with the students. He is primarily interested in establishing human relationships from instructional goals, in order to insure we are meeting the basic needs as well as the career development of the student.

GOAL

The counselor is to assist each student in better understanding his abilities, interests and relationships to those around him.

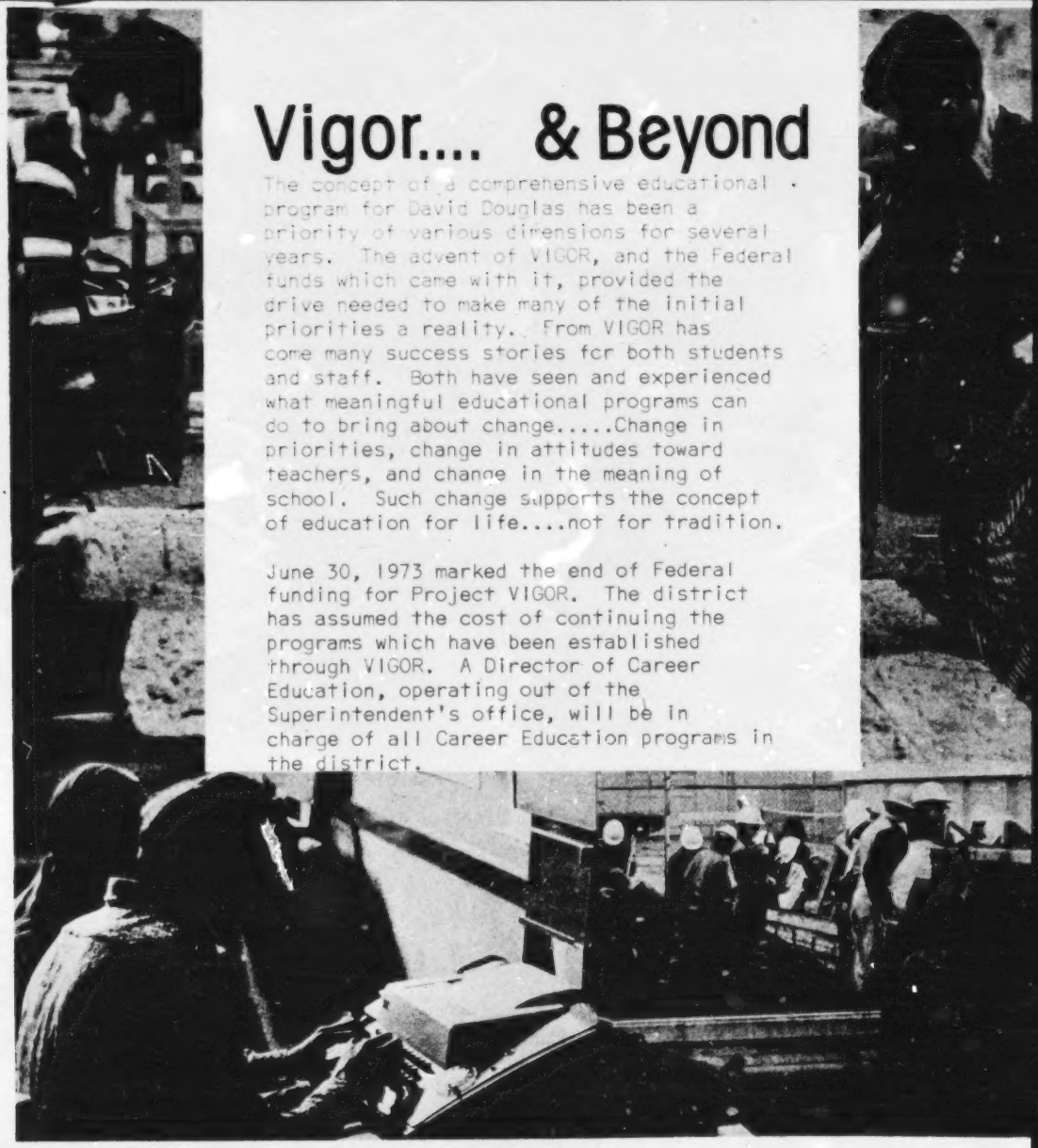
ACTIVITY

Testing and counseling services have been developed to assist both the teacher and the student to better understand the student's potential as it relates to his goals, interests and abilities. The counselor also acts to encourage the students participation in activities in his school and in the community.

Vigor.... & Beyond

The concept of a comprehensive educational program for David Douglas has been a priority of various dimensions for several years. The advent of VIGOR, and the Federal funds which came with it, provided the drive needed to make many of the initial priorities a reality. From VIGOR has come many success stories for both students and staff. Both have seen and experienced what meaningful educational programs can do to bring about change.....Change in priorities, change in attitudes toward teachers, and change in the meaning of school. Such change supports the concept of education for life....not for tradition.

June 30, 1973 marked the end of Federal funding for Project VIGOR. The district has assumed the cost of continuing the programs which have been established through VIGOR. A Director of Career Education, operating out of the Superintendent's office, will be in charge of all Career Education programs in the district.



The School Board and Administration are well aware of the need for continued support of the career education concept. Planning continues to add to programs which have provided leadership during the advent of VIGOR. Additional and continued use of community resources and personnel from business and industry is also a part of the long range plan. In each area our primary interest is to solidify those gains we have made and at the same time continue to expand in those areas where student needs and interests justify the increases.

Glossary

AWARENESS

A program of learning activities designed to introduce the world of work to children in grades K through 6.

ADVISORY COMMITTEES

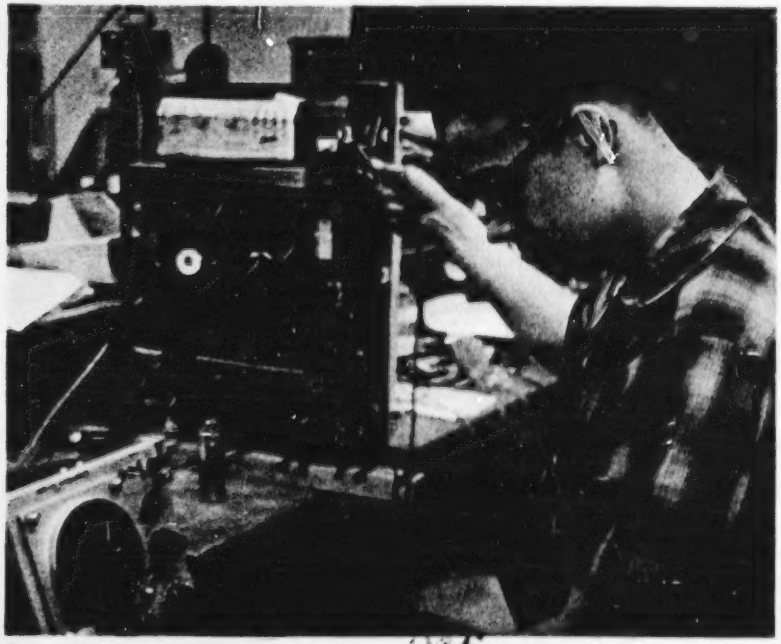
Representatives from all walks of life with practical experience and expertise' related to an area of instruction. Acting in an advisory capacity, these people assist in the development, evaluation and support of the various components of Career Education. Through Project VIGOR over 180 local people served on various advisory committees and councils.

CAREER

Those activities which make up one's life course.

CAREER EDUCATION

A concept providing continuity for learning, developing students to enter their adult world as knowledgable citizens, with marketable skills and/or the experiences necessary to make career choices from practical experience as well as formal education.

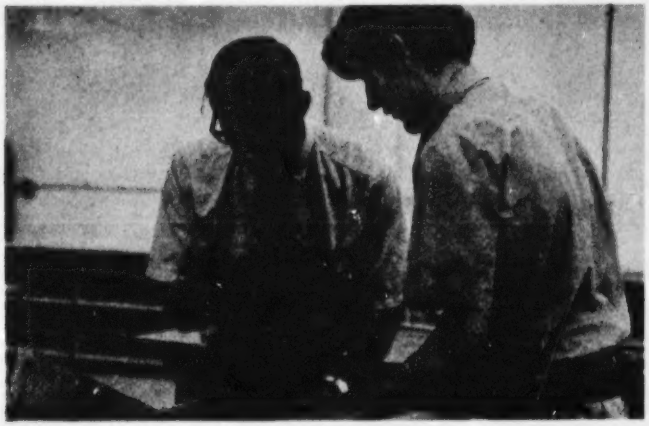


EXPLORATION

An increase in the outside activities for students in grades 7 through 10, relating basic skill building and knowledge to the requirements and roles of a person entering the world of work and career of his choice.

GUIDANCE SERVICES

Services designed to assist with the student's personal development, to increase his understanding of his abilities, interests amd potential as they relate to his career goals.



PREPARATION

More specific skill development for students in grades 11 and 12; training centers around the "Cluster Concept," developing basic skills and knowledge through classroom, laboratory and community learning opportunities, on both a long and short term basis.

VIGOR

An acronym for our federally funded three year Career Education program:
Vocational Cluster Education
Integrated and articulated Grades 1 through 14 with
Guidance Service
Occupational Exploration and Work Experience
Relevent to General Education

WORK EXPERIENCE

Short and long term on-the-job activities permitting students to become better aquainted with the requirements, conditions and potential in their areas of interest; Designed to further the application of skills and provide a base from which future decisions may be made. Several types of work experience opportunities are available beginning with grade seven.

Advisory committees serve a valuable function as they assist teachers and administrators in the development of the various phases of Project VIGOR. As we move further into the broad spectrum of career education we shall continue to rely on their support, judgement and experience to maintain a high degree of excellence in our programs.

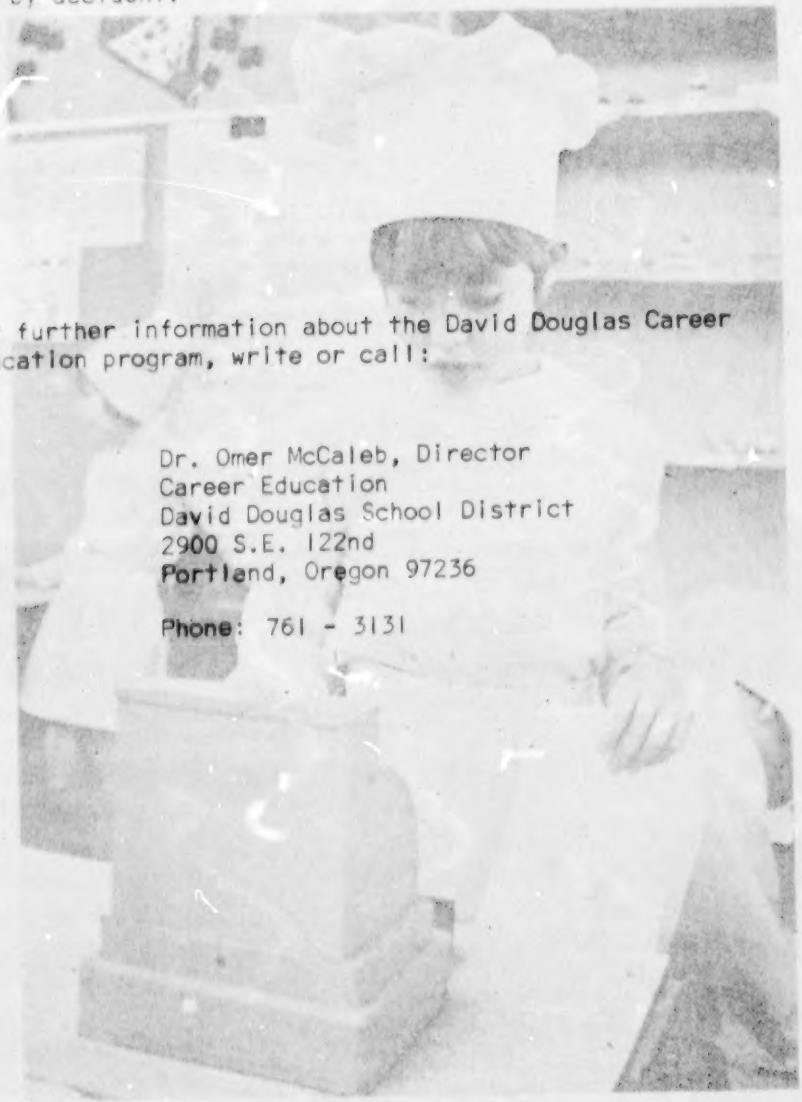
We could not name all who have served over the past three years, however, we would like to express our sincere appreciation to those who gave so freely of their time, energy, and talents. To those who served on the GENERAL ADVISORY COUNCIL a special word of thanks for the efforts they put forth.

PROJECT VIGOR
GENERAL ADVISORY COUNCIL

Mr. Tom Clay
Mrs. Eleanor Laidlaw
Mr. Mark Pierce
Mr. Duane Randall
Mr. Dick Singleterry
Mr. Fred Van Kirk
Mr. Mark Weitzel
Mr. Glen Wilcox

ZIPPERS AND THREAD

" We believe in careers by choice, not chance; by intent, not by accident. "



For further information about the David Douglas Career Education program, write or call:

Dr. Omer McCaleb, Director
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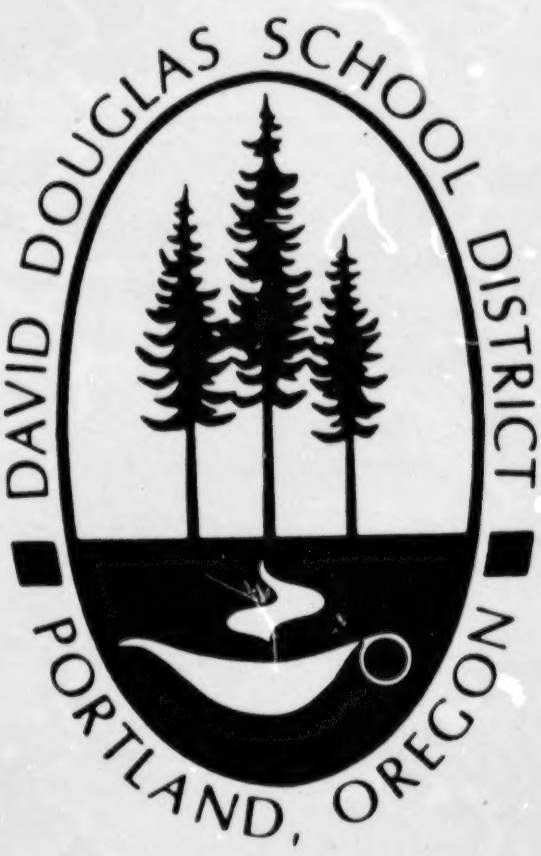
David Douglas School District
2900 S.E. 122nd
Portland, Oregon 97236

Phone: 761 - 3131

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare.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